

A Walk in the Rainforest

by Kristin Joy Pratt

Primary Lesson

Materials:

A Walk in the Rainforest, writing folder or notebook, paper, pencils, chart paper, colored marker, teacher prepared chart of descriptions using alliteration found behind the sharing section

Mini-lesson:

alliteration

Mini-lesson

A. Build background.

Ask students to repeat after you, *She sells seashells down by the seashore*. Ask what sounds were repeated.

Ask students to repeat after you, *How much wood could a woodchuck chuck if a woodchuck could chuck wood?* Ask what sounds were repeated.

Explain that both sentences contain examples of alliteration. Alliteration means choosing words that begin with the same sound and putting these together into a sentence that makes sense. It's fun for authors to write and fun for people to hear and read.

B. Introduce the book and the author.

Explain the book is about all the unusual animals who make their homes in the rainforest. It is full of information about these animals. It is a non-fiction book.

Explain the author, Kristin Pratt, writes about these animals by using alliteration on every page to describe them.

Ask students to listen closely for words that begin with the same sound in every sentence of the book.

C. Read the book aloud.

As you read, stop now and then and ask students to identify the repeated sound. For example, on page three read, *a beautiful Bromeliad with a bright red center*. Ask what sound was repeated more than once. Students should answer that the *b* sound was used three times.

D. Show the chart.

Before the lesson, prepare Chart One found following the Sharing section of this lesson. You also can prepare a master so each student could have a personal chart to work with.

Instruct students to listen for alliteration as each sentence is read aloud. Underline the matching beginning sounds with a colored marker. Repeat only the words that are underlined.

Identify the sound once more. Teachers of emergent writers may wish to stop here and move into quiet writing. Students would be ready to begin Section E on the following day.

E. Model the skill.

On a clean sheet of chart paper, write the word *bear*. Have students brainstorm words that would describe a bear and begin with a *b*. Examples might include *big, brown, busy, bad, or bully*. If students are unable to volunteer their own words, you should add them to the chart paper.

Next, model how to take the words on the chart and compose them into a sentence. Using the bear example, the sentence would read, *The big, brown bear was bad*. Repeat the example using the word *snake*. Students should generate words beginning with an *s* that describe a snake. Examples might include *slippery, slimy, silly, slithering, or super*.

Again, model how to use these words to generate a sentence about a snake. An example might be *A snake can be slippery, slimy, and slithering*. Continue this activity using any animal or object. Emergent writers will benefit from watching the teacher write using the procedure above. Developing writers can write their own sentences independently or in small groups after the teacher models the previous examples. Allow developing writers five minutes to compose. Then ask students to share their sentences aloud.

Quiet Writing/Conferencing

Move students into quiet individual writing. Emergent writers may want to illustrate the sentences generated from the modeling section. Then encourage them to try their own sentences using alliteration under the illustration. These sentences with the illustrations could be bound together to make a class book.

While conferencing with developing writers, point out opportunities for alliteration to describe the person, place, or object in their piece of writing.

Consider using the activities described above to write in a content area. Using alliteration to share scientific facts or math problems provides a different sort of practice. For example, *The plant grows giant green roots into the ground*, or *Adding one active antelope and one angry ape equals two animals*. These are examples of expository writing.

Using alliteration to describe the setting or the character provides practice for narrative writing as well. You can use these activities for another writing workshop that models alliteration.

Sharing

Invite all students who tried alliteration in their writing to share that particular section of their piece of writing. Encourage all students to use alliteration to describe attributes of a person, animal, or object, in their writing during the next week.

Chart

Primary Lesson for *A Walk in the Rainforest*

A feathery fern on the forest floor.

A gentle giant gorilla grinning in the green growth.

A jumbo jaguar just about ready to jump.

A slow sloth suspended in a tree.

Wonderfully wet water washing over the rocks.